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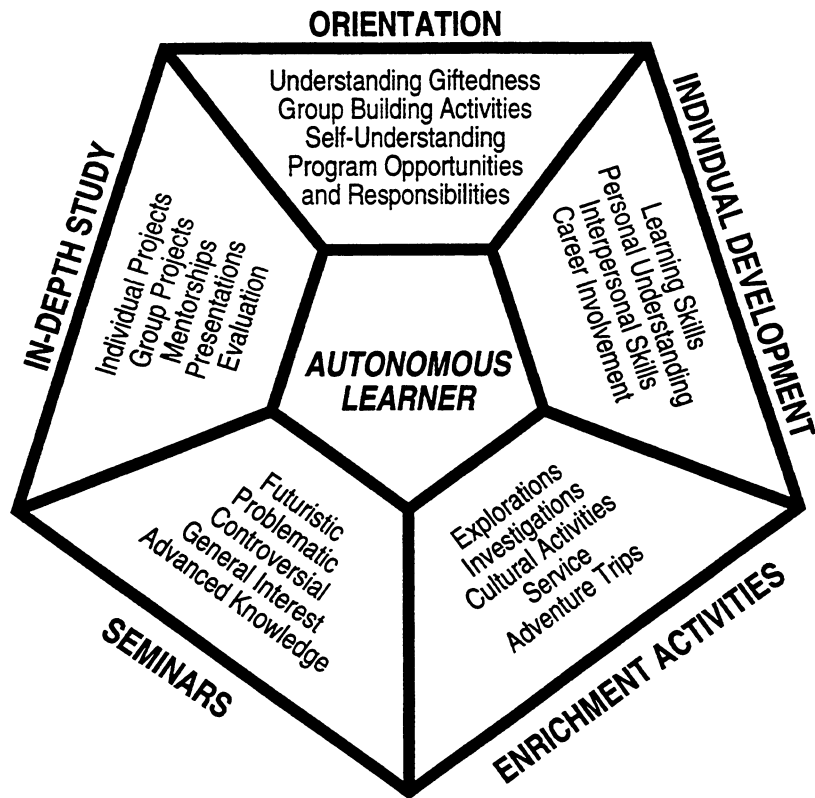


Figure #1.  
 The Autonomous Learner Model

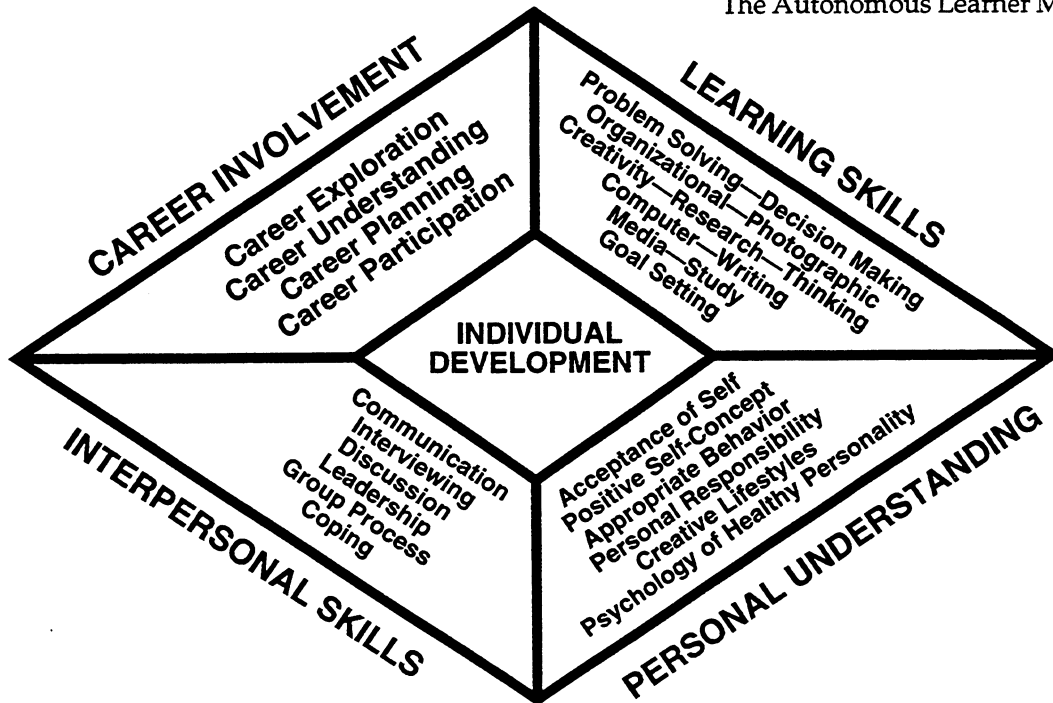


Figure #2.  
 Individual Development Dimension

# PART I: SKILLS CHECK BEFORE YOU BEGIN

Students must be fluent in both reading and writing to successfully complete their research project. Skill in categorizing is also necessary but may be taught when needed. While students do not have to be able to locate specific resources in the library, they will be asked to select books to use to research their own self-selected topic. Depending on the age of the students, assistance may be needed in selecting resources. The teacher may wish to pre-select an assortment of books suitable for the students level of development and area of research.

Because the students will be reading independently to find facts, they should be reading fluently at their grade level and resources should be selected accordingly. They should not be struggling with decoding as they are learning other skills.

The students will be required to do a lot of writing in the unit and in follow-up independent activities. If they can write with ease, they can more fully attend to the research skills being taught.

In this unit students practice formulating a sentence from a fact that has been recorded in "the shortest way possible." They must be able to do this not only in the group, but also independently as they research their own topics.



## Forming Sentences

Classroom teachers usually know which students are able to compose sentences. Resource teachers do not always have an opportunity to know what skills their students have developed, so assessment at this point may be necessary. The following are two ideas which might be used to quickly determine if students are able to formulate sentences when given a topic. They could also be used simply as language-development activities.

1. Select words from the prepared word list for forming sentences on page 9, cut them apart, and put them in three separate boxes according to the columns. Have each student draw a word from one, two, or all three of the boxes and formulate a sentence using those words.
2. Cut the topic cards for forming sentences on page 10 apart and distribute them to the students. Each student is to make a sentence from the word or phrase on the card. One can judge quite readily if a student is able to formulate a sentence and thus meet this requirement.

# **TWELVE-STEP RESEARCH PROCESS**

- Step 1 – Pick a topic**
- Step 2 – Choose a book**
- Step 3 – Read the book**
- Step 4 – Take notes**
- Step 5 – Find categories**
- Step 6 – Sort notes into categories**
- Step 7 – Put categories in order**
- Step 8 – Put category notes in order**
- Step 9 – Write paragraphs**
- Step 10 – Proofread**
- Step 11 – Complete final paper**
- Step 12 – Share with audience**

*CATEGORIES FOR  
INDEPENDENT  
RESEARCH*

 **Description**

 **Home**

 **Eating Habits**

 **The Young**

 **Interesting  
Facts**

 **Enemies**